|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| colombo.jpg | **MYP Assessment Task Coversheet** | | **Teacher(s)/Profesor(es)**  **J.Jervier, L. Giron, E.McAvoy** | |
| **SUBJECT/ ASIGNATURA** | **English: Language and Literature** | **Grade/ grado** | **9** |
| **STUDENT/ ESTUDIANTE** |  | **Date/Fecha** | **June 2017** |

|  |
| --- |
| **CUMULATIVE EXAM**  **The exam has two parts. You should spend around 45 minutes on each section.**  **Section A: Reading comprehension**  Read the extract from OMAM in order to complete the comprehension in section A.  Answer DIRECT, INFERENTIAL & EVALUATIVE comprehension questions thoroughly, using evidence where asked.  **Section B: Written task**  Answer one of the questions- write three PEE paragraphs (Follow all of the steps).  Students will   * Write accurate and concise answers that show an understanding and analysis of the writer’s choices. * Use relevant evidence to support their answers where necessary. * Produce an extended analysis that shows engagement with wider themes and ideas, which is appropriately structured and developed. * Produce an extended analysis that uses varied and appropriate vocabulary; accurate grammar, sentence structure, accurate spelling and clear handwriting. |

|  |  |  |
| --- | --- | --- |
| **CRITERION A: Analyzing** | | Teacher Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | The student:  i. provides **limited** analysis of the content, context, language, structure, technique and style of the text  ii. provides **limited** analysis of the effects of the author’s choices on an audience  iii. **rarely** justifies opinions and ideas with examples or explanations |  |
| 3-4 | i. provides **adequate** analysis of the content, context, language, structure, technique and style of text  ii. provides **adequate** analysis of the effects of the author’s choices on an audience  iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent |  |
| 5-6 | i. **competently** analyses the content, context, language, structure, technique and style of text  ii. **competently** analyses the effects of the author’s choices on an audience  iii. **sufficiently** justifies opinions and ideas with examples and explanations |  |
| 7-8 | i. provides **perceptive** analysis of the content, context, language, structure, technique and style of text  ii. **perceptively** analyses the effects of the author’s choices on an audience  iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations |  |

**Success criteria**

|  |  |  |
| --- | --- | --- |
| **CRITERION B: Organizing** | | Teacher Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | The student:  i. makes **minimal** use of organizational structures though these may not always serve the context and intention  ii. organizes opinions and ideas with a **minimal degree of coherence and logic** |  |
| 3-4 | i. makes **adequate** use of organizational structures that serve the context and intention  ii. organizes opinions and ideas with **some degree of coherence and logic** |  |
| 5-6 | i. makes **competent** use of organizational structures that serve the context and intention  ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other |  |
| 7-8 | i. makes **sophisticated** use of organizational structures that serve the context and intention effectively  ii. **effectively** organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other in a **sophisticated** way |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERION C: Producing text** | | | Teacher Assessment |
| **AL** | **Descriptor** |  | |
| 1-2 | The student:  i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought, imagination and sensitivity and **minimal** exploration and consideration of new perspectives and ideas  ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience  iii. selects **few relevant** details and examples to develop ideas. |  | |
| 3-4 | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** degree of thought, imagination and sensitivity and **some** exploration and consideration of new perspectives and ideas  ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **adequate** awareness of impact on an audience  iii. selects **some** relevant details and examples to develop ideas. |  | |
| 5-6 | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought, imagination and sensitivity and **substantial** exploration and consideration of new perspectives and ideas  ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience  iii. selects **sufficient** relevant details and examples to develop ideas. |  | |
| 7-8 | i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas  ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience  iii. selects extensive relevant details and examples to develop ideas with precision. |  | |

|  |  |  |
| --- | --- | --- |
| **CRITERION D: Using language** | | Teacher Assessment |
| **AL** | **Descriptor** |  |
| 1-2 | The student:  i. uses a **limited** range of appropriate vocabulary and forms of expression  ii. writes in an **inappropriate** register and style that **do not** serve the context and intention  iii. uses grammar, syntax and punctuation with limited accuracy; errors **often hinder** communication  iv. spells/writes with limited accuracy; errors **often hinder** communication |  |
| 3-4 | i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  ii. **sometimes** writes in a register and style that serve the context and intention  iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication  iv. spells/writes with **some degree** of accuracy; errors **sometimes hinder** communication |  |
| 5-6 | i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently**  ii. writes **competently** in a register and style that serve the context and intention  iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication  iv. spells/writes with a **considerable degree** of accuracy; errors **do not hinder** effective communication |  |
| 7-8 | i. **effectively** uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression  ii. writes in a **consistently appropriate** register and style that serve the context and intention  iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective**  iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective |  |